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ABSTRACT

To improve basic skills instructor training in North Carolina's 58 community colleges, the Department of Community Colleges funded a 3-year Adult Basic Skills Training Project. It was designed to develop a cadre of local trainers who could meet the training and development needs of basic skills instructors at each community college. Adult basic education instructors from all the community colleges were selected to participate in five regional workshops and three summer institutes. Seventy-one instructor trainer competencies were identified. Competency training was based on Kolb's experiential learning theory. Participants who completed the 165 hours of instruction represented by the institutes and workshops spaced over a 30-month period would receive a certificate as a Resource Specialist in Basic Skills Instructor Training. The first three workshops and two summer institutes offered instruction in interpersonal communication skills, assessment strategies, methods and materials, reading comprehension, and instructional management. Evaluations indicated that participants viewed the information as useful and colleges were incorporating the instructor trainer role in their local staff development plan. Attached tables provide: (1) data about workshop participants; (2) indicators of competence; and (3) participants' ratings of the program's usefulness. (YLB)

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ADULT BASIC SKILLS INSTRUCTOR TRAINING PROJECT (1988-1991)

PHASE I (1988-1989) and PHASE II (1989-1990) REPORT

by

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Report of the Adult Basic Skills Instructor Training Project funded as a special project by the Division of Adult and Continuing Education, North Carolina Department of Community Colleges.

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Adult Basic Skills Instructor Training Project: Phases I and II

Abstract

This report describes the first two years of the Adult Basic Skills Training Project, a three year project funded by the North Carolina Department of Community Colleges and housed in the Department of Language, Reading, and Exceptionalities, Appalachian State University. Adult Basic Education instructors from North Carolina's 58 community colleges are participating in a series of workshops and summer institutes designed to provide them with the knowledge and skills needed to fulfill an instructor training role upon return to their local college. Seventy-one instructor trainer competencies were identified by project staff. Competency training was based on David Kolb's experiential learning theory, a framework that can be helpful in designing effective training activities. At the project's conclusion it is expected that each college will have a coherent, ongoing training program for new as well as experienced basic skills instructors.

Introduction

Every major report on adult literacy in the United States cites the problem of marginally trained instructors who directly teach adult illiterates (e.g., Fox, 1986; Hunter and Harman, 1979). Bowren (1987) cited unprepared instructors as a major factor for the massive dropout rate in adult basic skills programs, and Weber (1975) stated that finding qualified personnel is the most pressing problem of literacy programs next to funding.

The need for quality basic skills instructor training in North Carolina's basic skills programs is similar to the national need. The state's major basic skills provider, the Department of Community Colleges, serves over 100,000 adults through its Adult Basic Education (ABE) program. Evaluations of North Carolina's ABE program have revealed a clear need for additional and improved instructor training (Fingeret, 1985; Hughes and Brannon, 1985). The evaluation data indicates that the majority of ABE instructors in North Carolina have had little higher education training in teaching basic skills to adults, and in-service training is comprised mainly of workshops consisting of explanations of administrative details that most instructors must handle, e.g., attendance forms, initial student test reporting.

In an effort to improve basic skills instructor training in North Carolina's 58 community colleges, the North Carolina Department of Community Colleges funded a three-year project, the Adult Basic Skills Training Project, housed in the Department of Language, Reading, and Exceptionalities, Appalachian State University. The project is

designed to develop a cadre of local basic skills instructor trainers who can effectively help meet the training and development needs of basic skills instructors at each of the community colleges. A report of project activities follows.

Phase I (1988-89)

Selection of Participants

In early Fall, 1988, all directors of Adult Basic Education programs funded by the Department of Community Colleges (58 institutions) were requested to identify two basic skills instructors to participate in a series of five regional workshops and three summer institutes. The purpose of the workshops and the institutes is to provide the participants with the skills, attitudes, and knowledge needed to fulfill an instructor trainer role upon return to their local college. Participants were selected on the basis of their:

1. Interest in serving as an instructor trainer.
2. Demonstrated commitment to basic skills education.
3. Ability and effectiveness in the basic skills program.
4. Potential for remaining with the college's basic skills program for the foreseeable future.

These criteria were employed to ensure that the most competent and professionally committed instructors were chosen for the instructor trainer role.

Table 1 contains demographic data on the selected instructor trainers. Fifty-six of the 58 colleges had representatives participate.

Project staff reviewed the literature in adult basic education to identify and define curriculum domains in basic skills instructor training. Four domains were identified: (1) establishing and sustaining interpersonal communication relationships with adult learners, (2) effectively assessing and diagnosing learner's strengths and weaknesses, (3) selecting appropriate methodologies and materials for individual learners and groups of learners, and (4) participating in meaningful program evaluation. Using suitable descriptions, e.g., teacher competencies, teacher effectiveness, teacher behaviors, adult literacy, adult basic education, two computer searches were conducted (ERIC and PSYCHINFO). Additionally, manual searches were made for the years 1980 through 1988 in journals addressing the education of undereducated adults, e.g., Adult Literacy and Basic Education, as well as various textbooks appropriate for the target population. Any written product that reflected necessary teacher competencies was then abstracted for the following information: competency statements or listings that could be succinctly gleaned from the writing, the student population for whom the teacher needed the competency, and the data base which identifies the skill or knowledge as a necessary competency. Based on this abstracted information, a non-redundant compendium of competencies was developed.

These competencies were then submitted for review to a project advisory committee. The project advisory committee consisted of an ABE program administrator, a Department of Community College ABE program administrator, two ABE instructors from different regions

in the state, two university adult education specialists, and three directors of adult literacy organizations. They provided guidance in the selection of competencies for inclusion in the training. Finally, a national expert in adult literacy reviewed the selected competencies and made further recommendations.

As a result, 71 competencies were identified for instructor training (13 for interpersonal communication, 15 for generic methods, 10 for reading, six for numeracy, eight for language arts, six for materials, nine for assessment, and four for program evaluation). These competencies are shown in Table 2.

Competency Training and Learning Theory

Competency training is based on experiential learning theory (Kolb, 1984). Kolb described learning as made up of two dimensions, prehending or grasping information, and transforming or processing that information. The prehending dimension ranges from concrete experience to abstract conceptualization. The transforming dimension ranges from reflective observation to active experimentation. Kolb suggested that learning occurs as the individual moves through a cycle of concrete experience, reflective observations. abstract conceptualization, and active experimentation. The project training design provided systematic activities in all four of these modes to encourage instructor trainers to master the training information and to develop skills in processing and applying that information to their local literacy program. Instructor trainers were engaged in learning how to learn, a competence that is critically important for effective

adult functioning as well as for assuming an instructor trainer role.

Project Design

Five workshops to be delivered at each of five regional sites were planned over a 30-month period. Each workshop is designed to be six hours in length, and participants receive one continuing education unit from North Carolina State Department of Public Instruction for every two workshops attended. Along with their instructor trainers, community colleges were encouraged to send two additional basic skills personnel who could benefit from the instructional content of the workshops. The three adult basic skills institutes, for instructor trainers only, were planned for the summers of 1989, 1990, and 1991. Each institute is designed to be one week in length, and participants enroll in three credit hours of university coursework in basic skills instructor training taught by project staff. The workshops and institute courses provide instruction in instructor training content and instructor training technology. The five workshops and three institute courses represent 165 hours of instruction which was deemed sufficient to address the 71 training competencies. The spacing of the instructional experiences over a 30 month period allows the instructor trainers time to plan and try out training approaches at their local college and return to the summer institutes to evaluate their successes and failures. Participants completing the five workshops and the three institutes receive a certificate as a Resource Specialist in Basic Skills Instructor Training and are viewed as competent to fulfill the role of basic skills instructor trainer at their local college.

Workshop One

During spring, 1989, one-day regional workshops were delivered statewide at colleges located in Asheville, Lexington, Raleigh, Pinehurst, and Jacksonville. Instructional delivery was based on experiential learning theory and focused on training instructors in three areas: interpersonal communication skills, assessment strategies, and methods and materials. Each participant was provided with an instructor training notebook containing the curricular content of the workshop. Three major models for adult reading instruction: bottom-up, top-down, and interactive were presented. Emphasis was placed on attempting instruction through more than one model when the adult is not able to progress. The Language Experience Approach to reading was also demonstrated with its emphasis on meaning and context, using the experience and knowledge with which adults enter the classroom.

The Informal Reading Inventory (IRI) was presented as a complement to the Test of Adult Basic Skills, which is administered to all entering ABE students. The IRI allows instructors to individualize instruction according to the adult learner's reading level. Responsibility for teaching adults at the correct reading level was stressed. Interpersonal communication content emphasized the importance of establishing rapport in the initial interview with an adult learner and obtaining information and goals in a non-threatening manner.

At the completion of the workshop, all participants were blindly surveyed with a four point Likert style scale (with "1" being no value and "4" being great value) by a graduate assistant

to determine their perceptions of the usefulness of the workshop content in instructor training. Results are shown in Table 3. Content in assessment and reading theory and methods were ranked higher than the content in interpersonal communication. Written comments were also solicited from workshop participants (N=251) regarding the value of the workshop content. From the comments and ratings it appears that some instructor trainers viewed their local literacy staff as already sensitive to winning the trust and affection of ABE students, while a critical need for substantive preparation in adult reading assessment and instruction was noted by many. In fact, according to Fingeret's (1985) evaluation of ABE hiring practices in North Carolina, administrators value personality in a potential ABE instructor more than specific professional training.

Summer Institute One

The one-week-long summer, 1989 institute presented instructor training technology (experiential learning theory) and instructor trainer content in the areas of assessment, and methods and materials. Reading comprehension strategies were presented as resulting from students using their prior experience and knowledge as well as the text to construct meaning. Selection of reading materials that relate to students lives and interests was emphasized along with matching the reading level of the student with the reading level of the material, e.g., utilizing readability formulas.

Instructor Training Technology

The instructor training technology was based on the Experiential Learning Cycle (ELC), a five stage inductive, experiential, learning process whereby instructor trainers present a structured learning experience to promote skill development and/or the acquisition of new information/attitudes (Kolb, 1984). The five stages of the ELC are:

1. Experiencing. This is the initial stage in the cycle. Instructor trainees are engaged in a structured activity (e.g., case study, role play) designed to teach new skills, knowledge, and/or attitudes in literacy instruction.
2. Publishing. After trainees have experienced the activity, they share or publish what they observed and/or how they felt during the experience.
3. Processing. Trainees systematically examine the shared experiences by the members of the group and attempt to discover common patterns of experience.
4. Generalizing. Trainees develop generalizations based on the common patterns observed in the training activity.
5. Applying. Trainees apply generalizations to actual situations in their basic skills program.

During the institute, instructor trainers were required to develop instructor training activities utilizing the ELC. An example of their use of the cycle in developing training activities is in teaching instructors basic techniques for listening and

responding to adult learners. For concrete experience, instructors were paired for role play and asked to restate the content of a prepared adult learner statement or make reflective remarks. This exercise was approached from the perspective of both learners, the "instructor" and the "adult learner." The affective reaction was quite different for the two participants and was explored as such.

As the activity moved to reflective observation, these feelings were examined by encouraging the students to stand back from the experience and to talk about what they observed or felt during the experience. Empathy was engendered as each person came to understand the feelings of the others. Exploring how different people may feel in such situations gives students the opportunity to hear the perceptions of others, both from the instructor perspective as well as from the adult learner.

Abstract conceptualization involved reading material that related to these particular skills in the communication process and listening to the instructor trainer's comments on the theoretical basis of such communication techniques. Here the instructor trainer provided research findings that documented the value of these techniques.

Active experimentation took the form of an assignment in class in which instructors worked in the same pairs as before but used spontaneous adult learner statements rather than prepared ones. A field experience assignment was developed that required instructors to attempt restatement or reflection a specified number of times in interaction with a student in their own adult basic skills class.

Here the ELC increases the chances of students mastering the content by engaging with the information through direct experience and through abstractions, as well as by reflecting on their experience and applying what they have learned in new, more complex settings. It also encourages students to trust and be guided by their own experience, thereby contributing to their personal and professional growth.

Evaluation of Institute One

At the completion of the institute, participants were blindly surveyed by a graduate assistant utilizing a Likert style scale to determine the content usefulness of the ELC training technology as well as the instructor trainer content in the areas of assessment, methods and materials, and identification and remediation of learning disabilities. Results are shown in Table 4. Only one item, computer managed instruction, was not viewed as definitely useful. Many of the local colleges still do not have access to microcomputers for management, and as such, representatives from these institutions did not value the utility of this training component.

Written comments were also solicited from institute participants (N=91), regarding the value of the project's training activities. Comments generally described the project as meeting three basic needs in instructor training: (1) development of comradeship among instructors, (2) professionalizing the role of literacy instructors, and (3) development of the role of literacy instructor trainer at each college. In general, experiential

learning theory was viewed as valuable in that it encourages the instructor trainer to rethink the familiar and be deliberate in designing training activities. One instructor trainer remarked that "the ELC ensures that students have learning experiences that clearly contribute not only to competency mastery but also to their development as persons." A second instructor trainer noted, "the use of the ELC with its emphasis on the student (as well as the teacher) playing different roles moves the learning encounter to the kind of person-to-person interaction that reflects the highest values of the teaching profession."

Phase II (1989-1990)

Workshop Two

During fall, 1989, one day regional workshops were delivered statewide again at colleges located in Asheville, Lexington, Raleigh, Pinehurst, and Jacksonville. Instructional delivery modeled the experiential learning cycle and presented content in interpersonal communication, assessment, and methods and materials. Within these three areas the following training objectives were addressed: adult learning strategies, informal reading inventory and miscue analysis, word identification strategies, spelling and listening strategies, screening for visual and hearing impairments, and instructional management. Each workshop participant was provided with instructional training materials containing the curricular content of the workshop. Adult learning strategies emphasized building rapport with the learner, avoiding frustration and embarrassment, encouraging teacher-student

bonding, planning appropriate instruction, and encouraging independent and life-long learning. Previous content from Workshop One concerning the Informal Reading Inventory (IRI) was reviewed, and workshop participants were given case studies to refine their skills in marking, coding, and interpreting an IRI. Miscue analysis addressed diagnosing and interpreting oral reading difficulties

Workshop participants surveyed the following word identification skills using case studies of adult students: sight words, context clues, structural analysis, and dictionary. A rationale for an order of use was presented along with word identification instructional methods. In addition, spelling was related to word identification instruction.

Steps to effective listening with emphasis on active listening strategies were also introduced. Workshop participants were also instructed in screening adults for learning and vision difficulties. A representative of the North Carolina Opthalmology Society presented the Adult Home Eye Screening instrument, while project staff presented The Five Minute Hearing Test, a self-report instrument developed by the American Academy of Otolarngology. Finally, tips for instructional management were presented, e.g., "sponge" time activities, use of aides, volunteers, independent learning activities.

At the completion of each workshop, participants were surveyed with a six point Likert style scale (with "1" being no value and "6" being great value) by a graduate assistant to determine their

perceptions of the utility of the workshop content in instructor training. Results are shown in Table 5. All five workshops rated each of the content topics above 4.0 with informal reading inventory, miscue analysis, and word identification achieving ratings above 5.0 at each workshop. The total training value for the five workshops were as follows: Asheville - 5.35, Lexington - 5.38, Raleigh - 5.33 Pinehurst - 5.17, and Jacksonville 5.60.

Workshop Three

Workshop three was delivered in the spring of 1990 at the same previous five regional college sites. Instructional delivery modeled the experiential learning cycle and presented training content in methods and materials. Methodologies and materials presented addressed reading comprehension and instructional management. Within reading comprehension the following six methods were addressed: schema theory, metacognition, direct instruction, questioning levels, wait time, and concept mapping. Within instructional management the following six methods and material concerns were addressed: managing problems, goal setting, self-rating scales, content selection, class scheduling, and the use of literacy volunteers (assistants). Instructional management for ABE instructors focused on assessment of time management skills, planning and implementing programs of study for individual students, and strategies for managing an entire class of students functioning on various levels. Guidelines were given for instructional components and time frames for an ABE class including the following activities: oral reading to students, language

experience approach, writing instruction, reading instruction skills work, recreational reading, planning/monitoring/evaluating, computing, and content area instruction. Participants were then given case studies of ABE students taken from an actual ABE class and asked to set up programs of study for individuals and to coordinate those individual plans into a classroom situation.

Relative to comprehension strategies, participants were presented schema theory (students' background of experience) and how it is related to reading comprehension. Levels of reading comprehension: literal, inferential, and evaluative were examined in light of the instructor's wait-time and questioning techniques. Metacognition (planning, monitoring, and evaluating) was investigated and suggestions made for helping adults become independent readers.

Utilizing a six point Likert style scale to rank the utility of the workshop content for instructor trainers (with "1" being no value and "6" being great value), workshop participants' sum mean ratings for the combined six comprehension methods and combined six instructional management methods were 5.0 or higher. These results are shown in Table 6. The total training value for the individual workshops were as follows: Raleigh - 5.39, Pinehurst - 5.64, Asheville - 5.26, Lexington - 5.44, and Jacksonville - 5.27.

Summer Institute Two

The one-week long summer, 1990 institute reviewed instructor training technology (experiential learning theory) and presented new instructor training content in the areas of interpersonal

communication, assessment, and methods and materials. Interpersonal communication addressed motivational strategies, assessment addressed diagnosing learning differences, while methods and materials addressed story-telling, oral reading strategies, writing, and computer assisted instruction (Project Ready). In addition, previous content in reading comprehension and instructional management was reviewed.

Story telling and oral reading were introduced as strategies to incorporate students' background knowledge and experiences to the reading process,to give students with limited reading abilities access to oral traditions and the printed word, and to motivate students to develop an interest in reading. A well-known Appalachian story-teller and Appalachian State University professor, Charlotte Ross, shared stories with institute participants and stressed the importance of using oral language as a bridge to the written word. Instruction using oral reading to students centered around a focus of connecting reading to the other language arts--speaking, listening and writing. Institute leaders modeled the use of oral reading to students by reading aloud to participants daily, by sharing purposes for reading, and by presenting activities for learning beyond the reading. Participants were then given the opportunity through an Oral Reading Festival to share their own selections, purposes and activities.

Reading instruction was connected to writing instruction at the institute. The focal points of the writing segment were the

process and content of writing instruction. The sequence of the writing process was stressed--pre-writing, writing, and editing. One activity had participants write and edit at the same time, deleting the pre-writing stage entirely. Other activities were introduced, following the proper sequence, and participants then discussed the importance of the sequence. Writing activities from beginning level to advanced ABE/AHS/GED students were presented.

As shown in Table 7, all institute topics were rated above 5.0 by the institute participants (N-104) with the exception of computer assisted instruction (3.12) and the use of volunteers (4.91). The total institute value was rated as 5.66.

Survey of Instructor Trainers' Development

Instructor trainers were surveyed by project staff to determine on-the-job opportunities to use what they had learned during the first two years of the project in training adult basic skills instructors at their local college. A four choice Likert style scale was completed by the instructor trainers in response to the following three questions:

1. **Indicate the extent to which you have been able to share with/demonstrate what you have learned to other basic skills staff.**

   I have been able to share/demonstrate all of what I have learned. ☐ (4)

   I have been able to share/demonstrate most of what I have learned. ☐ (3)

   I have been able to share/demonstrate some of what I have learned. ☐ (2)

   I have been able to share/demonstrate little of what I have learned. ☐ (1)

2. When you returned to your job, your supervisor:

Was actively interested in your training other basic skills staff.	☐ (4)
Was moderately interested in your training other basic skills staff.	☐ (3)
Was neutral regarding your training other basic skills staff.	☐ (2)
Was not interested in your training other basic skills staff.	☐ (1)

3. Concerning my role as an instructor trainer, I feel that:

I have support from my supervisor to share/demonstrate what I have learned.	☐ (4)
My supervisor has provided me the opportunity to share/demonstrate some of what I learned.	☐ (3)
My supervisor is neutral regarding my sharing/demonstrating what I learned.	☐ (2)
My supervisor has not afforded me the opportunity to share/demonstrate what I learned.	☐ (1)

Question one received a mean rating of 2.3 ("I have been able to share/demonstrate some of what I learned"). Question two received a mean rating of 3.2 ("My supervisor was moderately interested in my training other basic skills staff"), while question three received a mean rating of 2.9 ("My supervisor has provided me the opportunity to share/demonstrate some of what I learned").

From these pilot survey ratings and from comments of the instructor trainers, it appears the majority of the colleges are incorporating the instructor trainer role in their local staff development program. The most commonly cited training content was

in informal assessment (IRI) and reading methods. It is also clear, however, that deans and ABE directors need to be more involved in supporting the project's goals if the project is to serve as a comprehensive approach to basic skills instructor training in North Carolina's community colleges. This should be an important goal of the third year of the project.

Conclusion

The complexity of ABE instruction for low-literate students means that even the most talented "naturals" need long term on-going communication with knowledgeable mentors and colleagues about their students and instructional programs. The need for the role of an instructor trainer at each local college is clear and compelling. Instructor training and ABE programs must be integrated on a local level to allow opportunities for experiential learning, where new knowledge and skills are applied to the participants' work context, followed by reflection and analysis. This means that participants meet, return to their ABE classroom, and then meet again, rather than participating in a training program isolated from their local work setting.

The effectiveness of an instructor trainer depends upon the extent to which local supervisors or directors allow him opportunities to use his new knowledge and skills in training others. Local colleges must commit the time, energy, and resources to support the role of an instructor trainer. The development of the program statewide is an ambitious effort expected to take a period of three to five years to implement fully.

The state should also continue to provide leadership and allocate resources for the development of the basic skills instructor trainer position. This will result in each college having a coherent, ongoing training program for new and experienced ABE instructors which meets the following objectives:

--development and enhancement of a professional identity among ABE instructors
--development and support of continuing inquiry, learning, and professional growth among ABE instructors
--increased incorporation of applicable research findings into practice
--increased communication among ABE personnel and increased utilization of skills, knowledge, experience, and products developed by ABE personnel since the 1970's.

The level of professional competence required for successful ABE instruction takes time to evolve and needs continuous maintenance. As Greenliegh and associates (1969) noted in their study of unsuccessful ABE programs, "an unrealistically small amount of time was set aside for staff training for a program of such complexity. It was distressing to observe teachers struggling with classes because they were not prepared to teach the skills needed by the class, when in fact, these same teachers, who were endowed with intelligence, sensitivity, and classroom presence, could be become fine instructors if they were properly trained."

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Table 1

DEMOGRAPHIC DATA ON INSTRUCTOR TRAINING

WORKSHOP PARTICIPANTS

(N=91)

Sex	Male	Female
Number	13	78
Percentage	14.2	85.8

Racial Background	Caucasian	Black	Other
Number	79	10	2
Percentage	86.8	10.9	2.1

Educational Level	Some College	Bachelor's Degree	Post Bachelor Studies
Number	3	56	32
Percentage	3.2	61.5	35.1

Years ABE Experience	1 or less	2-3	4-5	6+
Number	4	24	20	43
Percentage	4.3	26.4	21.9	47.3

Employment Status	Full time	Part time
Number	72	19
Percentage	79.1	20.1

Table 2

Indicators of Competence

Literacy Tutors

INTERPERSONAL COMMUNICATION

1. Have an awareness of the experiences/emotions of a new adult student.
2. Has an awareness of the cultural and social backgrounds of adult students.
3. Understands the psychological and physical problems of adults.
4. Establishes mutual trust and respect with students.
5. Knows how to motivate adults.
6. Helps adults overcome low self-concept and sense of failure and develop confidence.
7. Helps adults identify realistic goals and objectives.
8. Sees adults as individuals--does not stereotype or over generalize.
9. Is sensitive to ethnic and gender discrimination.
10. Has an accepting, open-minded attitude.
11. Acts as a facilitator of learning.
12. Gives encouragement to students.
13. Has knowledge of the components of an initial interview and can conduct one effectively.

Table 2 continued

ASSESSMENT

1. Knows how to administer and evaluate a standardized test.
2. Explains the rationale for testing to adults.
3. Makes the testing environment comfortable for adults.
4. Uses both formal and informal methods of assessment.
5. Uses teacher observations as part of the assessment process.
6. Knows how to construct, administer, and evaluate an Informal Reading Inventory.
7. Uses pre and post-testing to determine student progress.
8. Understands the characteristics of testing, including weaknesses and strengths of tests used.
9. Understands that test scores may not always describe student strengths and weaknesses accurately.

NUMERACY

1. Knows the content and sequence of arithmetic curriculum on the ABE level.
2. Uses vocabularly and comprehension strategies in teaching mathematics.
3. Knows and uses the problem-solving approach.
4. Knows different methods for teaching math to adults.
5. Knows that math is developmental, that skills build upon others.
6. Knows approaches to remedying computational deficiencies.

Table 2 continued

METHODS AND MATERIALS

GENERAL METHODS

1. Has knowledge of current methods in ABE instruction.
2. Aids students in becoming independent learners.
3. Relates instruction to needs and experiences of adults.
4. Knows adult learning principles and strategies.
5. Understands learning disabilities and can adapt teaching to learning disabilities.
6. Knows that adults learn differently from children.
7. Has knowledge of remedial instruction.
8. Uses methods that emphasize student strengths.
9. Uses both group and individualized instruction.
10. Uses activities for reinforcement of skills.
11. Relates classroom experience to the student's job or personal life.
12. Makes daily lesson plans for each student.
13. Provides constant feedback on student progress.
14. Helps students see application of learning.
15. Knows how to manage an overall classroom situation.

MATERIALS

1. Has knowledge of materials widely used for ABE instruction.
2. Can evaluate published materials for appropriateness to adults.
3. Matches materials to students on basis of student interest and ability level.
4. Constructs or helps students to construct own instructional materials.
5. Selects texts and materials which are relevant to adults.
6. Uses a variety of materials.

Table 2 continued

READING

1. Knows teaching strategies for word identification skills (sight words, phonics, context clues, structural analysis, and dictionary usage).

2. Understands the sequence of teaching word identification skills.

3. Understands the components of the "top-down" and "bottom-up" approaches to reading.

4. Uses general and functional sight word lists for adults.

5. Knows the different components for teaching reading skills.

6. Knows strategies for teaching comprehension skills (such as main idea, details, sequence, tone, etc.).

7. Knows three levels of comprehension--literal, critical and affective--and helps students understand reading on all three levels.

8. Understands the Language Experience Approach and how to use it with adult readers.

9. Knows vocabularly skills needed by adults and how to develop vocabulary effectively.

10. Knows the basic principles of remedial reading instruction.

LANGUAGE ARTS

1. Knows methods for teaching language arts to adults.

2. Uses all forms of communication skills in curriculum--reading, writing, speaking and listening.

3. Understands the relationship of dialects to standard English and helps students understand that dialects are not wrong, just inappropriate for some situations.

4. Helps students develop handwriting skills.

5. Emphasizes student writing through the use of journals and the Language Experience Approach.

6. Helps students understand the rationale for using good grammar.

7. Knows the scope and sequence of teaching grammar skills.

8. Knows methods for teaching English as a second language.

Table 2 continued

PROGRAM EVALUATION

1. Constantly assesses and evaluates teaching effectiveness.

2. Assesses materials and methods for content, appropriateness for adults, and effectiveness.

3. Evaluates the curriculum in terms of changing needs of the adult learner.

4. Keeps up-to-date on research in ABE instruction.

Table 3

INSTRUCTOR TRAINING WORKSHOP ONE

(N=251)

Ratings of Content Usefulness

1 = Not useful in my work as a trainer.
2 = Somewhat useful in my work as a trainer.
3 = Definitely useful in my work as a trainer.
4 = Of great use in my work as a trainer.

I.	Interpersonal Communication	
1.	Feelings of adult students.	3.2
2.	Components of the initial interview	3.4
3.	Interview skills	3.3
II.	Methods and Materials	
1.	Linguistic model - Three systems of language	3.4
2.	"Top-Down" and "Bottom-Up" approaches to reading	3.6
3.	Uses of Language Experience Approach	3.6
4.	Language Experience Approach instructional skills	3.6
III.	Assessment	
1.	Purposes of formal and informal assessment instruments	3.6
2.	Advantages and uses of the Informal Reading Inventory (IRI)	3.8
3.	Utilizing the IRI	3.6
4.	Determining appropriate placement with the IRI	3.7

Table 4

SUMMER INSTITUTE ONE

(N=91)

Ratings of Content Usefulness

1 = Not useful in my work as a trainer.
2 = Somewhat useful in my work as a trainer.
3 = Definitely useful in my work as a trainer.
4 = Of great use in my work as a trainer.

I.	Training Technology	
	1. Experential Learning Cycle Theory	3.6
	2. Defining training objectives as attitude, knowledge, or skill	3.2
	3. Training technologies (case study, lecture, role-play, etc.)	3.1
	4. Designing training modules	3.5
II.	Methods and Materials	
	1. Identification and remediation of learning disabilities	3.6
	2. Reading comprehension strategies	3.7
	3. Journal writing and language experience approach	3.1
	4. Evaluation of adult materials	3.8
	5. Readability formulas	3.8
	6. Computer assisted instruction and management	2.2

Table 5

INSTRUCTOR TRAINER WORKSHOP TWO

(N=165)

Rating Scale: 6.00 = Great value in my work as a trainer
1.00 = No value in my work as a trainer

	**Workshop	#1	#2	#3	#4	#5
I.	Interpersonal Communication					
	1. Adult Learning Strategies	5.08	5.12	4.98	4.95	5.32
II.	Assessment					
	1. Informal Reading Inventory (IRI)	5.37	5.48	5.38	5.43	5.27
	2. Miscue Analysis	5.16	5.15	5.12	5.30	5.36
	3. Screening for Hearing	4.47	4.55	4.29	4.46	5.17
	4. Screening for Vision	4.84	4.50	4.88	4.87	5.14
III.	Methods and Materials					
	1. Word Identification	5.30	5.44	5.23	5.32	5.50
	2. Spelling	4.76	4.93	4.77	4.83	4.77
	3. Listening Skills	4.97	5.00	4.93	5.08	5.18
	4. Instructional Management	4.69	4.93	5.00	4.80	5.40
	Total Workshop	5.35	5.38	5.33	5.17	5.60

**Workshop Locations

#1 = Asheville
#2 = Lexington
#3 = Raleigh
#4 = Pinehurst
#5 = Jacksonville

Table 6

INSTRUCTOR TRAINER WORKSHOP THREE

Rating Scale: 6.00 = Great value in my work as a trainer
1.00 = No value in my work as a trainer

	**Workshop #1	#2	#3	#4	#5
I. Methods and Materials					
A. Comprehension					
1. Schema Theory	5.72	5.46	5.38	5.39	5.57
2. Metacognition	5.14	5.38	5.23	5.17	5.17
3. Direct Instruction	5.50	5.54	5.36	5.42	5.43
4. Questioning Levels	5.31	5.31	5.00	5.32	5.25
5. Wait Time	5.42	5.54	5.42	5.26	5.43
6. Concept Mapping	5.16	5.23	5.22	5.30	5.36
7. Total Comprehension	5.46	5.54	5.35	5.27	5.55
B. Instructional Management					
1. Role Play/Disc. of Management Problems	5.09	5.15	4.85	4.90	4.45
2. Instr. Goal Setting	5.43	5.46	5.23	5.23	5.09
3. Self Rating Scale	5.22	5.23	5.33	5.19	5.19
4. Content Selection/ Time Frame	5.37	5.23	5.03	4.97	4.85
5. Simulated Class Scheduling	5.31	5.15	4.65	4.68	4.64
6. Use of Assistants	4.91	4.55	4.51	4.58	4.05
7. Total Inst. Management	5.39	5.42	5.00	5.10	5.05
C. Total Workshop	5.39	5.64	5.26	5.44	5.27

**Workshop Locations

#1 = Raleigh
#2 = Pinehurst
#3 = Asheville
#4 = Lexington
#5 = Jacksonville

Table 7

SUMMER INSTITUTE TWO

(N-104)

Rating Scale: 6.00 = Great value in my work as a trainer
1.00 = No value in my work as a trainer

Content Usefulness

I.	Interpersonal Communication	
	1. Motivating Adults	5.35
II.	Methods and Materials	
	1. Story Telling	5.63
	2. Writing	5.45
	3. Project Ready	3.12
	4. Workshop Review & Extension	
	-Comprehension	5.30
	-Volunteers	4.91
	-Instructional Management	5.30
	5. Sample Oral Readings	5.32
III.	Assessment	
	1. ABE Materials Evaluation	5.35
	2. Assessment/Case Studies/ Materials Application	5.08
	3. Learning Differences	5.07

Total Institute.....5.66